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ABSTRACT

An outline of the Spanish curriculum used in grades 4-7 in the Radford, Virginia schools is presented. It consists of outlines of the course content for each year of the four-year program. The content is divided into two categories: listening comprehension, geared to a specific textbook, and the grouped skills of speaking, reading, writing, vocabulary, and culture. Special features of each year's program are noted. A brief introductory section describes the program's origins and instructional approach. (MSE)

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GETTING STARTED with French or Spanish in the Elementary School: CURRICULUM FOR SPANISH, GRADES 4-7, FLES APPROACH

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Perhaps the most difficult part of developing a FLES [Foreign Language in the Elementary School] program for elementary students is the curriculum development. Unlike other areas of the curriculum, the resources for early foreign language programs are minimal. The obvious disadvantage to the school district is that it will spend hours of research in planning a program which is comprehensive and cost effective. The greater advantage to having few "canned" programs is that each district must develop a language program which meets the needs of its students and reflects the goals of the school community. A FLES program, unlike math and reading programs, cannot become dependent on a textbook series. The FLES teacher may find a textbook which can be used, but the teacher will rely on her own resources in organizing and deliverying a comprehensive program.

My school division began a FLES program in 1984. We spent three years developing and piloting FLES and are now satisfied that we have a strong program in French and Spanish. All students in grades 4-6 take one of the languages for three years. When students move to middle school (grade 7), they have the option of continuing the FLES approach. At eighth grade, students may begin their sequence of language courses for high school credit.

We were fortunate to have adequate financial resources to purchase all of the materials the teachers wanted. The teachers visited the well established FLES program in Lexington, Massachusets, corresponded with FLES teachers, and studied published curriculum materials. After determining the goals of the program and the instructional methodology to be used, the teachers began writing their objectives and activities.

The FLES program in Radford uses a modified TPR [Total Physical Response] approach. The teachers emphasize listening and speaking skills throughout the program. Writing activities are used sparingly during the first two years of the program. Reading and writing become important during the third year of the program. The fourth year of the program is optional. For those students who continue the language in the fourth year, a FLES approach is used, but attention is placed on the skills of grammar which will be useful in traditional language classes.

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The following is an outline of the Spanish FLES curriculum. While this material does not give objectives, classroom activities, or methods of assessment, the curriculum outline does present an overview of the material covered during each year of study. This program relies on curriculum development by the language teacher. While textbooks and purchased materials are used, the foundation of the program and the majority of activities have been developed by the teacher delivering the instruction.

Spanish in the Elementary Classroom

1st Year Program - Grade 4

During the first year of Spanish, listening comprehension and speaking are stressed. The goals are to establish the sound system of the language and to introduce students to the structure of Spanish. Also important is the creation of a positive attitude toward foreign language learning and cultural awareness.

I. *Listening Comprehension*

Commands:

levantese	*ponga*
siéntese	*dibuje*
camine	*señale*
de vueltas	*toque*
salte	

The Learnables, Book I, Lessons 1-10

II. *Speaking, Reading, Writing*
Vocabulary and Structure

1. *The Spanish you already know*
   taco, burro, fiesta, siesta, rodeo, etc.

2. *Greetings*
   Hola, qué tal, buenos días, adíos, hasta la vista, cómo está, muy bien gracias

3. *Names in Spanish*
   cómo se llama, me llamo, él se llama, ella se llama

4. *Numbers 1-10, 11-20, 21-100*
   Counting, math problems, number games, telephone numbers
   ¿Cuántos son ___?

   Giving age: ¿Cuántos años tiene? Yo tengo ____

5. *Days of the week*
   ¿Qué día es hoy? Hoy es _____ Mañana es _____

6. *Months*
   ¿Cuál es la fecha? Es el____ de _____
   primero
   birthdates, holidays

7. *Telling time*
   ¿Qué hora es? es la una son las_____
   media, cuarto

8. *Colors*
   de qué color es
   color-number chart

9. *Classroom objects*
   Gender: el, la, los, las
   qué falta qué es esto dónde está

10. *The Spanish alphabet*
    Vowel sounds
    Spelling names
    Missing sounds and letters
    antes de, después de

11. *Weather/Seasons*
    ¿Qué tiempo hace?
    ¿Qué estación _____?

12. *Body parts*
    ¿Cuántos_____tiene?
    toque, dibuje
    Simon Says

13. *Culture*
    countries where Spanish is spoken
    Holidays
    Customs
    Map work
    Songs

Grade 5

In grade 5, students keep their own notebooks of drawings or diagrams and vocabulary items for their own reference. Skills practiced in grade 4 are reviewed, reinforced and expanded into new material. Reading and writing are introduced but are used in a limited way; no mastery is expected.

I. *Listening Comprehension*

Additional commands

The Learnables, Book II, Lessons 11-20

II. *Speaking, Reading , Writing*
Vocabulary and Structure

1. *Numbers 100-1000*
Counting and number games
Math problems

2. *Foods*
me gusta, me gustan, no me gusta, no me gustan
Menus
Using colors
Cuánto cuesta
Food groups

3. *The home*
Adjectives: grande, pequeño, moderno, viejo, bonito, nuevo
Names of rooms and some furniture
Mi casa tiene _____
House plans or floor plans

4. *The family*
Possessive adjectives: mi, mis tu, tus, su, sus
Names of relatives
Descriptive adjectives: alto, bajo, gordo, delgado, rubio, moreno
Drawings of the family with oral presentations

5. *Clothing*
yo llevo él lleva ella lleva
Used with seasons and weather
Clothing with colors
Fashion show

6. *Culture*
Mexico, Central America, South America
Spanish influence in the United States

Grade 6

In grade 6 students continue using notebooks to add to their vocabulary and language skill development. During this year, students are ready for simple reading and are able to give short oral presentations.

I. *Listening Comprehension*

Additional commands

The Learnables, Book III

II. *Speaking, Reading, Writing*
Vocabulary and Structure

1. *The town*
Names of buildings
Professions (using verbs, es and son)
Reading a map
Directions: a la derecha, a la izquierda
Using está, están
Students draw an ideal city and describe orally

2. *Verb ser with descriptive adjectives*
Students describe themselves or a friend
Using soy, eres, somos
Inteligente, simpático, etc.

3. *Animals*
Farm animals with descriptions
Domestic animals
Wild animals
Countries where these animals are found
¿Quién soy yo? Guess identity of animal
Additional adjectives: feroz, tímido, enorme, etc.

4. *Sports*
Sports in Spanish-speaking countries
Review of seasons and with which sports associated
Using me gusta, no me gusta

5. *Prepositions*

a	*cerca de*	*al lado de*
en	*lejos de*	*sobre*
de	*delante de*	
con	*detrás de*	

Review nouns previously learned using prepositions to show location

6. *Reading*
Los tres osos. El muchacho y el burro. La gallanita roja

7. *Culture*
Spain, Cuba, Puerto Rico
Cooking projects
Folk Dancing

Grade 7

This one-semester course is optional and is available to those students who wish to continue their FLES program. Students are introduced to present tense verbs in all forms. A special feature of this program is small group work on the computer. Also videotapes for teaching both language and culture are used more frequently than in previous grades. Reading and writing skills are expanded.

A. *Verbs--present tense*
Singular forms, plural forms, negation
-ar, -er, -ir verbs

B. *The school*
Names of courses
Schedules in Spanish (mi horario)
Verbs: leer, estaudiar, aprender, necesitar, contestar, responder

C. *Demonstrative adjectives*
Esta, estas, este, estos
Esa, esas, ese, esos
Used with classroom objects, body parts, the house, animals, etc.

D. *The home*
Verbs: vivir, entrar, invitar, preparar, abrir, usar
Review parts of the house and family members

E. *Ordinal numbers*
Primer(o), segundo, tercer(o), cuarto, quinto
Sexto, séptimo, octavo, noveno, décimo

F. *Object pronouns*
Lo, los la, las
With verb forms (Yo lo tengo)

G. *Countries and nationalities*
Names of world countries and their nationalities in Spanish
Verbs: vivir, hablar, viajar, visitar
Names of languages

H. *Vocabulary for traveling*
Giving and asking directions
Using maps
Nouns: billetes, maleta, aduana, pasaporte, etc.

I. *In a restaurant*
Reading menus, ordering, currency
Verbs: comprar, comer, beber, decidir, preparar, necesitar
Shopping lists

J. *Differences between ser and estar*
Profession, locations, tellings time, health

K. *Readings:*

Plays: *Cinderella*
Snow White
Jack and the Beanstalk

L. *Possessive adjectives*
Nuestro, nuestra, nuestros, nuestras
Review: mi, mis, tu, tus, su, sus

M. *Irregular verbs--present tense*
Ir, tener, hacer, venir

N. *Paragraph writing*
Self-description
My favorite teacher
My best friend
My house, my town, my family, my school, my room at home, my pet(s)

O. *Culture*
Geography of Spain, Mexico and Latin America
Cooking
Songs
Folk Dancing
Holidays and Customs